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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Who we are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  Human beings build relationships within different social groups.  **Key concepts**   * Connection   **Related concepts**   * Relationship   **Lines of inquiry**   * Different social groups to which I belong * Different kinds of families * What makes me part of a group | **Science strand(s)**  Living things  **Science skills**  a. Observe carefully in order to gather data  d. Identify or generate a  question or problem to be  explored  h. Consider scientific  models and applications  of these models  (including their  limitations) | **The student will be able to:**  Identify different living things needs  Identify different behavioural patterns of living things |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Where we are in place and time**  An inquiry into orientation  in place and time; personal  histories; homes and journeys;  the discoveries, explorations  and migrations of humankind;  the relationships between  and the interconnectedness  of individuals and civilizations,  from local and global perspectives.  **Central idea**  All things change through time  **Key concepts**   * Change   **Related concepts**      **Lines of inquiry**   * Visible human-made changes in objects through time * Changes in people´s lifestyle through time * Visible changes in nature through time | **Science strand(s)**  Earth and space  **Science skills**  a. Observe carefully in order to gather data  b. Use a variety of  instruments and tools to  measure data accurately  d. Identify or generate a  question or problem to be  explored  g. Interpret and evaluate  data gathered in order  to draw conclusions | **The student will be able to:**  Identify human-made objects used nowadays that were not used in the past  Classify and compare objects according to their use  Understand how human-made electric objects help in everyday life  Identify the phases of the moon  Understand how the phases of the moon are related to time |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we express ourselves**  An inquiry into the ways in  which we discover and express  ideas, feelings, nature, culture,  beliefs and values; the ways in  which we reflect on, extend  and enjoy our creativity; our appreciation of the aesthetic.  **Central idea**  Human beings express themselves through the Arts.  **Key concepts**   * Form   **Related concepts**   * Expression   **Lines of inquiry**   * Different ways of expression shown by living things * Different forms of artistic expression * How everyone can express their feelings through the Arts * How the arts can help us to express ourselves | **Science strand(s)**  Living Things  **Science skills**  a. Observe carefully in order to gather data  d. Identify or generate a  question or problem to be  explored  f. Make and test predictions | **The student will be able to:**  Identify needs in different living things  Identify different ways of expression living things use to communicate |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How the world works**  An inquiry into the natural world  and its laws; the interaction  between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  **Central idea**  Human beings cope with disability by honing other abilities  **Key concepts**   * Function * Responsibility   **Related concepts**   * Ability * Care   **Lines of inquiry**   * Our five senses * Our sensory organs * How to take care of our sensory organs * How people with sensorydisabilities cope with them | **Science strand(s)**  Living Things  **Science skills**  a. Observe carefully in order to gather data  b. Use a variety of  instruments and tools to  measure data accurately  d. Identify or generate a  question or problem to be  explored  h. Consider scientific  models and applications  of these models  (including their  limitations) | **The student will be able to:**  Identify the five senses  Match the senses with their corresponding sensory organs  Establish connections among the functions of the  five senses  Describe and classify objects using the five senses |
| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we organize ourselves**  An inquiry into the interconnectedness of human-made systems and communities; the instruction and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  **Central idea**  All members in a group work together to achieve their goals  **Key concepts**   * Function   **Related concepts**   * Organisation   **Lines of inquiry**   * How our school works * Jobs & duties at school * How some insects are organised to work together | **Science strand(s)**  Living Things  **Science skills**  a. Observe carefully in order to gather data  d. Identify or generate a  question or problem to be  explored  h. Consider scientific  models and applications  of these models  (including their  limitations) | **The student will be able to:**  Identify how the ants are organised |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Sharing the planet**  An inquiry into rights and  responsibilities in the struggle  to share finite resources with  other people and with other  living things; communities  and the relationships within  and between them; access to  equal opportunities; peace and  conflict resolution.  **Central idea**  Our lifestyle affects the enviroment in which we live.  **Key concepts**   * Causation   **Related concepts**   * Pollution   **Lines of inquiry**   * The sources of pollution * How people affect the air * What people can do to keep the air clean | **Science strand(s)**  Earth and space  **Science skills**  a Observe carefully in order to gather data  b. Use a variety of  instruments and tools to  measure data accurately  d. Identify or generate a  question or problem to be  explored  e. Plan and carry out  systematic investigations,  manipulating variables as  necessary | **The student will be able to:**  Identify different sources of pollution |